**St. Olaf College Education Department**

**LEVELS OF PERFORMANCE**

**FOR STUDENT TEACHING ASSESSMENT**

# EMERGING/UNSATISFACTORY

The student teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the student teacher to grow and develop in this area.

**BASIC**

The student teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience will enable the student teacher to become proficient in this area. *This level of competency is required to receive recommendation for teaching licensure.*

**PROFICIENT**

The student teacher clearly understands the concepts underlying the component and consistently implements it well. A distinguished rating may also be included in this level; student teachers at this level perform the component as if they were experienced/tenured teachers.

For more detailed descriptions of the rubric items, see the **handout following the assessment which expands the rubric items associated with each standard**.

# ST. OLAF/CARLETON STUDENT TEACHING FINAL ASSESSMENT FORM

Student Teacher Date

School Subject(s) Taught

Student Cooperating College

Name of person preparing this form Teacher \_\_ Teacher\_\_\_ Supervisor\_\_\_

* Check the appropriate box associated with each skill area.
* Observations are understood to be that for a student teacher and not an experienced teacher.
* **See attached documentation for more explanation of the ratings**
  + STD = Standard assigned to this criteria
  + Ratings: EM = Emerging/Unsatisfactory, BA = Basic, PR = Proficient, NO = Not Observed
  + To meet standards, students are expected to obtain at least the ***Basic***level.

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| **Domain**  **1** | **Planning & Preparation** | **STD** | **EM** | **BA** | **PR** | **NO** |
| ***1a.*** | ***Demonstrating Knowledge of Content and Pedagogy*** | | | | | |
| i) Knowledge of content and the structure of the discipline –*understands subject matter and use in planning instruction to meet curriculum goals* | 7.8A |  |  |  |  |
| ii) Knowledge of content-related pedagogy *–develops clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and present varied perspectives to encourage critical thinking* | 4.5J |  |  |  |  |
| ***1b.*** | ***Demonstrating Knowledge of Students*** | | | | | |
| i) Knowledge of child and adolescent development *understands student development uses this knowledge in planning instruction to meet curriculum goals* | 7.8A |  |  |  |  |
| ii) Knowledge of the learning process and of students’ varied approaches to learning | | | | | |
| * *(a) uses a student’s strengths as a basis for growth and a student’s errors as opportunities for learning* | 2.3D |  |  |  |  |
| * *(b) designs lessons that operate at multiple levels to meet the developmental and individual needs of students and to help all progress* | 7.8E |  |  |  |  |
| * *(c) understands learning theory and curriculum development and know how to use this knowledge in planning instruction to meet curriculum goals;* | 7.8A |  |  |  |  |
| iii) Knowledge of students’ skills, knowledge, and language profile *-- plans instruction using contextual considerations that bridge curriculum and student experiences, needs, learning styles, and preferred performance modes* | 7.8B |  |  |  |  |
| iv) Knowledge of students’ interests and cultural heritage *-- uses information about students’ families, cultures, and communities to connect instruction to student experiences* | 3.4O |  |  |  |  |
| v) Knowledge of students’ special needs -*- plans instructional programs that accommodate individual student learning styles and performance modes* | 7.8C |  |  |  |  |
| ***1c*.** | ***Selecting Instructional Outcomes*** | | | | | |
| i) Value, sequence, alignment |  |  |  |  |  |
| ii) Suitability for diverse students |  |  |  |  |  |
| ***1d.*** | ***Demonstrating Knowledge of Resources*** | | | | | |
| i) Resources for teacher and student use *-- identifies and uses community resources to foster professional development and/or student learning* | 10.11J |  |  |  |  |
| ***1e.*** | ***Designing Coherent Instruction*** | | | | | |
| i) Lesson and unit structure *-- creates short- and long-range plans linked to student needs and performance* | 7.8D |  |  |  |  |

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| **Domain**  **1** | **Planning & Preparation (continued)** | **STD** | **EM** | **BA** | **PR** | **NO** |
| ***1f.*** | ***Designing Student Assessments*** | | | | | |
| i) Congruence with instructional outcomes, criteria, and standards -- *selects, constructs, and uses assessment strategies, instruments, and technologies appropriate to learning outcomes, criteria, and standards* | 8.9E |  |  |  |  |
| ii) Use of formal and informal techniques -- *uses varied and appropriate formal and informal assessment techniques* | 8.9G |  |  |  |  |
| iii) Use of technology-- *uses technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning* | 8.9N |  |  |  |  |
| iv) Design of formative assessments -- *evaluates plans in relation to short- and long-range goals; adjusts plans to meet student needs and enhance learning* | 7.8G |  |  |  |  |
| v) Use for planning |  | | | | |
| * *(a) uses assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, modify teaching and learning* | 8.9H |  |  |  |  |
| * *(b) monitors teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals* | 8.9K |  |  |  |  |
| * *(c) assesses both individual and group performance and designs developmentally appropriate instruction to meets student needs in the cognitive, social, emotional, moral, and physical domains* | 2.3E |  |  |  |  |

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| **Domain**  **2** | **The Classroom Environment** | **STD** | **EM** | **BA** | | **PR** | **NO** |
| ***2a.*** | ***Creating an Environment of Respect and Rapport*** | | | | | | |
| i) Teacher interaction with students, including both words and actions |  |  |  | |  |  |
| * *(a) develops a learning community where individual differences are respected* | 3.4Q  Disp 2B |  |  | |  |  |
| * *(b) establishes a positive climate in the classroom and participates in maintaining a positive climate in the school as a whole* | 5.6H  Disp 2B |  |  | |  |  |
| ii) Student interactions with other students, including both words and actions |  | | |  | | |
| * *(a)* *helps students establish peer relationships to promote learning* | 5.6I |  |  | |  |  |
| * *(b) fosters sensitive communication by and among all students in the class* | 6.7G |  |  | |  |  |
| * *(c) analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work* | 5.6Q |  |  | |  |  |
| ***2b.*** | ***Establishing a Culture for Learning*** | | | | | | |
| i) Expectations for learning and achievement | |  | | | | |
| * *(a) understands that all students can and should learn at the highest possible levels and persist in helping all students achieve success* | 3.4I  Disp 3F, 3G |  |  | |  |  |
| * *(b) uses different motivational strategies that are likely to encourage continuous development of individual learner abilities* | 5.6K |  |  | |  |  |
| * *(c) designs and manages learning communities in which students assume responsibility for themselves and one another, work both collaboratively and independently, and engage in purposeful learning activities* | 5.6L |  |  | |  |  |
| * *(d) maximizes class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals* | 5.6O |  |  | |  |  |
| ii) Student pride in work –*analyzes the classroom environment and makes adjustments to enhance relationships, motivation, engagement, productive work* | 5.6Q |  |  | |  |  |

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| **Domain**  **2** | **The Classroom Environment (continued)** | **STD** | **EM** | **BA** | **PR** | **NO** |
| ***2c.*** | ***Managing Classroom Procedures*** | | | | | |
| i) Management of instructional groups – *manages instructional groups* |  |  |  |  |  |
| ii) Management of transitions – *manages transitions* |  |  |  |  |  |
| iii) Management of materials and supplies – *manages materials and supplies* |  |  |  |  |  |
| iv) Performance of classroom routines – *performs classroom routines* |  |  |  |  |  |
| ***2d.*** | ***Managing Student Behavior*** | | | | | |
| i) Expectations *-- has appropriate and transparent behavioral expectations* |  |  |  |  |  |
| ii) Monitoring of student behavior and promoting positive relationships -- *understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and purposeful learning* | 5.6E |  |  |  |  |
| iii) Response to student behavior – *responds appropriately to student behavior and aligns response with expectations* |  |  |  |  |  |
| ***2e.*** | ***Organizing Physical Space*** | | | | | |
| i) Arrangement of furniture and use of other resources to safely engage students-- *organizes, allocates, and manages the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks* | 5.6N |  |  |  |  |

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| **Domain**  **3** | **Instruction** | **STD** | **EM** | **BA** | **PR** | **NO** |
| ***3a.*** | ***Communicating With Students*** | | | | | |
| i) Directions for activities – *provides clear directions for classroom activities* |  |  |  |  |  |
| ii) Explanations of content – *explains content clearly, concisely, and accurately* |  |  |  |  |  |
| iii) Use of oral and written language – *uses oral and written language effectively* |  |  |  |  |  |
| ***3b.*** | ***Using Questioning and Discussion Techniques*** | | | | | |
| i) Quality of discussion *-- asks questions in different ways for particular purposes that stimulates discussion* | 6.7J |  |  |  |  |
| ii) Student participation | |  |  |  |  |
| * *(a) supports and expands learner expression in speaking, writing, other media* | 6.7I |  |  |  |  |
| * *(b) uses a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of thinking* | 2.3G |  |  |  |  |
| ***3c.*** | ***Engaging Students in Learning*** | | | | | |
| i) Activities and assignments | | | | | |
| * *(a) identifies and applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities* | 3.4R |  |  |  |  |
| * *(b) nurtures the development of student critical thinking, independent problem solving, and performance capabilities* | 4.5D |  |  |  |  |
| * *(c) uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources* | 4.5G |  |  |  |  |
| * *(d) engages students in motivating learning activities by relating lessons to student personal interests, allowing students to have choices, and leading students to ask questions and pursue problems meaningful to them* | 5.6M |  |  |  |  |
| * *(e) implements learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction* | 7.8F |  |  |  |  |
| ii) Grouping of students *-- organizes, prepares students for and monitors independent and group work that allows for full participation* | 5.6R |  |  |  |  |
| iii) Technology instructional materials and resources *-- uses educational technology to broaden student knowledge about technology, deliver instruction to students at different levels and paces, and stimulate advanced levels of learning* | 4.5K |  |  |  |  |
| iv) Structure and pacing – *utilizes appropriate structure and pacing to engage students in learning activities* |  |  |  |  |  |

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| **Domain**  **3** | **Instruction (continued)** | **STD** | **EM** | **BA** | **PR** | **NO** |
| ***3d.*** | ***Using Assessment in Instruction*** | | | | | |
| i) Monitoring of student learning *-- uses assessment to identify student strengths, promote student growth and maximize student access to learning opportunities* | 8.9E |  |  |  |  |
| ii) Feedback to students – *provides actionable feedback to students* |  |  |  |  |  |
| iii) Identify student strengths, promote growth, maximize student access to learning | | | | | |
| * *(a) uses assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities* | 8.9F |  |  |  |  |
| * *(b) uses assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress/performance, and modify teaching/learning strategies* | 8.9H |  |  |  |  |
| iv) Student self-assessment and monitoring of progress *-- implements students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning* | 8.9I |  |  |  |  |
| v) Evaluation of activities -- *evaluates the effect of class activities using observations of classroom interactions and analysis of student work* | 8.9J |  |  |  |  |
| ***3e.*** | ***Demonstrating Flexibility and Responsiveness*** | | | | | |
| i) Lesson adjustment | | | | | |
| * *(a) links new ideas to familiar ones; makes connections to student experiences; provides opportunities for engagement, manipulation, and testing of ideas /materials; encourages students to assume responsibility to shape learning* | 2.3F |  |  |  |  |
| * *(b) accommodates student learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes* | 3.4M |  |  |  |  |
| * *(c) monitors and adjusts strategies in response to learner feedback* | 4.5H |  |  |  |  |
| * *(d) varies the instructional process to address the content and purposes of instruction and the needs of students* | 4.5I |  |  |  |  |
| ii) Response to students *-- demonstrates flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, needs* | 4.5E  Disp 1C |  |  |  |  |

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| **Domain**  **4** | **Professional Responsibilities** | **STD** | **EM** | | **BA** | | **PR** | | **NO** | |
| ***4a.*** | ***Reflecting on Teaching*** | | | | | | | | | |
| i) Accuracy and depth *-- uses classroom observation, information about students, and research to evaluate the outcomes of teaching and learning and reflect on and revise practice* | 9.10B  Disp 3B | |  | |  | |  | |  |
| ii) Use in future teaching -- *uses classroom observation, information about students, and research as a basis for reflecting on and revising practice* | 9.10H  Disp 3B | |  | |  | |  | |  |
| ***4b.*** | ***Maintaining Accurate Records*** | | | | | | | | | |
| i) Student completion of assignments -- *maintains student records of work and performance* | 8.9L | |  | |  | |  | |  |
| ***4c.*** | ***Communicating with Families*** | | | | | | | | | |
| i) Information about individual students *-- responsibly communicates student progress based on appropriate indicators to students and parents/guardians* | 8.9M | |  | |  | |  | |  |
| ii) Engagement of families in the instructional program *-- establishes productive relationships with parents/guardians to support student learning and well-being* | 10.11K | |  | |  | |  | |  |
| ***4d*** | ***Participating in the Professional Community*** | | | | | | | | | |
| i) Relationships with colleagues | | | | | | | | | |
| * *(a) responsibly communicates student progress based on appropriate indicators to teacher and other professional colleagues* | 8.9M  Disp 2B | |  | |  | |  | |  |
| * *(b) collaboratively uses colleagues as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback* | 9.10J  Disp 1A, 3E | |  | |  | |  | |  |
| * *(c) collaborates with other professionals to improve the overall learning environment for students* | 10.11G  Disp 2B | |  | |  | |  | |  |
| ii) Service to the school *-- collaborates in activities designed to make the entire school a productive learning environment* | 10.11H  Disp 3E | |  | |  | |  | |  |

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| **Domain**  **4** | **Professional Responsibilities (continued)** | **STD** | **EM** | | **BA** | | **PR** | | **NO** | |
| ***4e.*** | ***Growing and Developing Professionally*** | | | | | | | | | |
| i) Enhancement of content knowledge and pedagogical skill -- *uses professional literature and other resources to support development as a student and a teacher* | 9.10I  Disp 3E | |  | |  | |  | |  |
| ii) Receptivity to feedback from colleagues *-- uses colleagues to support development as both a student and a teacher* | 9.10I  Disp 1A | |  | |  | |  | |  |
| ***4f.*** | ***Showing Professionalism*** | | | | | | | | | |
| i) Integrity and ethical conduct –*acts in an ethical and honest manner and complies with regulations* | Disp 3C | |  | |  | |  | |  |
| ii) Advocacy *-- consults with parents, counselors, teachers of other classes and activities, and professionals in community agencies to link student environments* | 10.11I  Disp 2A | |  | |  | |  | |  |
| iii) Handles emotions appropriately | Disp 1B | |  | |  | |  | |  |
| iv) Is reliable, conscientious, and prepared | Disp 3A | |  | |  | |  | |  |
| vi) Enjoys working with students | Disp 3D | |  | |  | |  | |  |

Additional Comments: